

# CAST's Universal Design for Learning Guidelines



## What are the Guidelines?

The UDL Guidelines were developed in response to the call from stakeholders in the education field to make the application of UDL principles and practices more concrete. The Guidelines are organized according to the three main principles of UDL that address representation, expression, and engagement. For each of these principles, specific “checkpoints” for options are highlighted, followed by examples of practical suggestions.

The UDL Guidelines are not meant to be a “prescription” but a set of strategies that can be employed to overcome the barriers inherent in most existing curricula. They may serve as the basis for building in the options and the flexibility that are necessary to maximize learning opportunities for all students.

CAST first published version 1.0 of the UDL Guidelines in April of 2008. Updated versions of the Guidelines will be published in the future in order address feedback from the field as well as to stay current with emerging research.

## Who are the Guidelines for?

The UDL Guidelines have been developed to support educators, administrators, curriculum developers, policymakers, and publishers.

## Who funded the development of the Guidelines?

The Guidelines were developed with support from the US Department of Education, Office of Special Education Programs through the National Center on Accessing the General Curriculum (1999-2004), a collaborative project led by CAST. The Emily Hall Tremain Foundation supported publication of the Guidelines through the National Center on UDL.

## What research supports the Guidelines?

The UDL Guidelines are based on research from several different fields: education, cognitive science, cognitive neuroscience, neuropsychology, and neuroscience. That research has been reviewed, compiled and organized by educators and researchers at CAST. The process has spanned a 10 year period, and the Guidelines are currently supported by more than 1,000 quantitative and qualitative articles.

To learn more about the UDL Guidelines please visit The National Center on Universal Design for Learning: <http://www.udlcenter.org/>

# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

### 1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

### 2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

### 3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

## II. Provide Multiple Means of Action and Expression

### 4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

### 5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

### 6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

## III. Provide Multiple Means of Engagement

### 7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

### 8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

### 9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection